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ABSTRACT

This handbook has been developed to assist school districts in the adoption of textbooks. The criteria for establishing a textbook selection process are included, as well as selection criteria for specific subject areas. Procedural steps are initially outlined for preliminary activities, book examination procedure, and implementation, and then a set of generic textbook evaluation criteria is provided, covering publishers and authors, objectives, content, organization/scope and sequence, teaching and learning strategies, evaluation procedures, component parts, physical characteristics, and total cost. Next, specific criteria are provided for the following subject areas: (1) mathematics, (2) social studies, (3) reading, (4) English (elementary), (5) health, and (6) science. Finally, a checklist is provided for analyzing readability. (TE)

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Handbook II

TEXTBOOK SELECTION CRITERIA

EA 017 466

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
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GENERIC TEXTBOOK EVALUATION CRITERIA, pages 3-5, is adapted from "Basal Reader Evaluation Criteria" by Dr. Ruth Robbins. Curriculum Review, November 1980, page 399.

TEXTBOOK SELECTION CRITERIA

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INTRODUCTION

Research indicates that textbooks are often the major tools for instruction. Therefore, it is essential that a systematic process be developed to ensure that districts have selected the best possible textbooks for use in their districts.

This Handbook has been developed to assist school districts in the adoption of textbooks. The criteria for establishing a process when selecting a textbook are included, as well as selection criteria for specific subject areas. The process for selection and the subject area criteria are only examples and should be adapted to fit local circumstances.

We wish to express our appreciation to the following districts for providing forms, expert insights, critical judgments and field perspectives which were invaluable in developing this document: Federal Way, Highline, Lake Washington, Olympia, Pasco, Richland, Seattle, Spokane, Tacoma, Vancouver, White River, Yakima.

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PROCEDURAL STEPS

A. PRELIMINARY ACTIVITIES:

1. Create book selection committee.

2. Establish statement of selection procedures.

3. Determine who will make the final decision.

4. Establish time lines.

5. Arrange for background information on trends.
   a. "Trend" articles in professional journals.
   b. Book reviews in professional journals.
   c. Consultant help (state, university, etc.)

6. Write consensus statements on broad program goals.
   a. What is the underlying philosophy of the program?
   b. Can program emphasis be clearly identified?
   c. What should the program do for the student?
   d. Can expected skills, behaviors, or attitudes be identified?

7. Take an inventory of the local situation.
   a. Teaching staff--strengths or weaknesses in terms of training, background, experiences or special abilities.
   b. Equipment, materials, and facilities as presently available, and how they might affect the program.
   c. Administrative attitudes and budget commitment.
   d. Any district factors that could have an effect on the program.
   e. Background, abilities, attitudes and interests of the student population.

8. Arrange for securing book and tape samples.
   a. Contact bookmen (send request to the president of the Washington-Alaska Textbook Representatives' Association).
   b. Use list of companies in the Washington Education Directory.
   c. Call the state supervisor (i.e., language, mathematics, science, foreign language).
   d. Attend book exhibits.

9. Request names from publishers of districts already using materials for dialog or visitations.

B. BOOK EXAMINATION PROCEDURE:

1. Distribute and discuss accompanying criteria sheet for specific content area).
   a. Revise, if necessary.
   b. Add other categories, if necessary.

2. Assign categories for in-depth examination of books.
   a. Work singly or in pairs, depending on size of group.
   b. Work in any number of categories.

3. Check each book against the criteria.
   a. Each person checks all books for one category at a time.
      Example: Each person checks presentation of cultural material in four sample texts.

4. If a weighted scale is desired, assign a weight to each criterion according to the local priorites. See examples in Mathematics and Health criteria.

5. Assign a rating to each category of each book. (Depending on size of committee, decide whether this should be done singly, in pairs, in groups, etc.).
   a. Use the following rating scale:
      4 = Excellent; 3 = Acceptable; 2 = Poor; 1 = Unacceptable;
      0 = Not Applicable.
   b. Accompany each rating with a brief explanation giving reasons for the rating of any particular category.
   c. Use readability rating scales such as Fry.

6. Summarize the ratings, one book at a time.
   a. Each category used must be rated.
   b. Total all the ratings for each book.

7. Rank books according to total ratings.

8. Select by consensus from among top choices.
   a. Discussion is necessary at this point.
   b. Top choices must be adjusted in terms of local realities.
   c. See A. 6. of this section for suggestions.

C. IMPLEMENTATION: (If this component is neglected the entire process will most likely be ineffective.) Establish procedures to implement the use of the new materials.

1. Preservice.
   a. Identify services provided by publishers.
   b. Plan preservice before implementation.

2. Inservice.
   a. Plan periodic inservice during the first year.
   b. Plan for inservice for new personnel.

GENERIC TEXTBOOK EVALUATION CRITERIA

PUBLISHERS AND AUTHOR/S

- o Does the publisher have a good reputation for publishing in the subject area under consideration?
- o Are the major authors recognized and acknowledged authorities in the field?
- o Do the supporting authors have sufficient expertise in the field?
- o Is there evidence that the major authors have indeed supervised and coordinated the construction of the text rather than just lent their names to the effort?

OBJECTIVES

- o Are the objectives easy to identify and clearly written?
- o On what are the objectives based? Take into consideration such things as research, empirical evidence, experience, learning theory, and so forth.
- o Will the objectives meet the needs or goals of your particular students and community?
- o Are the objectives workable, understandable, and useful to the classroom teacher?
- o Are the objectives realistic from the standpoint of what can be expected from your program?

CONTENT

- o From the standpoint of child development, is the reading material appropriate, relevant, and interesting?
- o Does the text deal effectively with minority groups both in text and in illustrations?
- o Taking into consideration that young children tend to believe what appears in print, is the content accurate, responsible, and realistic?

ORGANIZATION/SCOPE AND SEQUENCE

- o What was the basis used for the organization of the materials?
- o Are the basic content and skills of the program available in a practical chart or outline form?

- Can the skills listed actually be taught using the content?
- Will the skills listed satisfy the objectives of the school's program as well as the community's priorities?
- Are the skills listed in the scope and sequence actually taught on the pages and in the sections they purport to be?

TEACHING AND LEARNING STRATEGIES

- Is there a suggested teaching approach?
- Does the method require extensive preparation and training on the part of the teacher?
- Is there any experimental evidence to indicate that the method is especially effective?
- Are there learning strategies to accommodate the corrective and/or remedial?
- Are there appropriate strategies to enable a new student to transfer comfortably into the program?
- In tracing the teaching of any given skill through the series, will the amount and spacing of the teaching result in the behavior desired?
- Is each skill presented in successively more difficult degrees and with sufficient variation?
- Are readiness skills presented throughout the series?
- Can the program be used in a variety of classroom organizational patterns?

EVALUATION PROCEDURES

- Are there appropriate methods of evaluating student placement in or exit from any given level?
- Is there some form of informal and formal (standardized) testing to estimate a student's overall progress or to determine specific areas of reading strength and deficiency?
- Does the publisher give information about the development, standardization, and interpretation of the formal testing program?
- Are the tests easy to administer, score, and interpret?
- Is the record keeping system simple, understandable, and efficient?

COMPONENT PARTS

- o Is there a teacher's manual for each level that provides a general overview of the entire program?
- o Are the teacher's manuals programmed in such a way that all teachers can follow with a minimum of orientation?
- o Is there a functional workbook to extend and enrich the series?
- o Are the readability and task requirements of the workbooks and/or supplementary material at the independent reading level of the student?
- o Do the teaching aids enhance the program in an interesting and practical manner?
- o Does the usefulness of the teaching aids warrant their cost?
- o Are the supplementary materials a critical part of the program?

PHYSICAL CHARACTERISTICS

- o Are the aesthetics appropriate for the intended age level?
- o Is the size and type of print appropriate for the level of learner intended?
- o Do the visuals stimulate creative thinking, concept development, and language growth?
- o Is the durability appropriate for the intended use of the material?

TOTAL COST

- o When comparing two programs does the predicted learning outcome justify the cost per pupil?

Before proceeding through the specific content criteria, refer to the Generic Textbook Evaluation Criteria (pages 3-5).

The following criteria are intended to facilitate your evaluation of Mathematics K-6 textual materials. Indicate your judgment by assigning a number from 0 - 5 to represent how well a particular criterion is satisfied by the materials being rated. The higher the number, the better the criterion is met. Each criterion must be rated. A separate evaluation sheet is necessary for each set of materials considered. Note that in some instances a rating factor (other than x 1) is applied and that this may be different for early primary (K-2) than for grades 3-6. The "score" for each criterion is the product of the 0 - 5 points awarded multiplied by the rating factor.

Complete bibliographical data for set of materials evaluated:

Author(s) _____

Title _____

Grade Level(s) _____ Copyright Date _____

Other _____

_____

List the ancillary materials that you consider tc be essential in order to make adequate provision for instruction/learning. Include these as appropriate in determination of your "score" for the various criteria.

Teacher's Manual

_____

_____

_____

_____

CRITERIA:

A. FORMAT (Possible score - 65/75)

	Points (0-5)	Rating Factor K-2	Rating Factor 3-6	Score
1. Are pages, type and illustrations well spaced and attractive?		x 3	x 3	
2. Is the number of ideas treated on each page and/or in each activity appropriate for the intended audience?		x 3	x 3	
3. Are definitions, properties, terms, new concepts easily located and/or identified?		x 1	x 2	
4. Is a glossary of terms included?		x 0	x 1	
5. Are pictures, illustrations and examples used effectively to clarify concepts at levels of difficulty from most simple to most complex?		x 3	x 3	
6. Is construction of student-use material durable in terms of the life of the adoption?		x 3	x 3	
			Subtotal	

B. CONTENT (Possible score - 255/280)

1. Do the materials evidence a balanced approach to concept development, skill development, and applications? (i.e., Is there a sufficient emphasis on concept development and applications relative to skill development?)		x 3	x 3	
2. Does the instructional format facilitate the instruction/learning sequence from the concrete manipulative stage to the representational stage to the abstract stage in all areas and at all levels as appropriate? (Note: At early primary, students may be working just at the concrete or at the concrete/representational stage(s).)		x 3	x 3	

B. CONTENT (continued)

	Points (0-5)	Rating Factor K-2	Rating Factor 3-6	Score
3. Do materials provide opportunities for pattern recognition, classification, observing relations, generalization and other process skills?		x 3	x 3	
4. Are concepts sequenced logically to promote retention?		x 2	x 2	
5. Are exercises sufficient in number and scope to provide the opportunity for concept mastery in each case? (e.g., time, money, ...)		x 2	x 2	
6. Do applications have relevance to the world of experience of the intended audience (including, but not limited to everyday situations)?		x 3	x 3	
7. Are concepts in the following content areas developed in meaningful and mathematically sound ways with a sufficiency of opportunity for students to apply them?				
a. Problem solving strategies: posing questions, analyzing situations, translating results, illustrating information, using trial and error...		x 6	x 6	
b. estimation and approximation		x 2	x 3	
c. mental arithmetic		x 2	x 2	
d. early and considerable attention to place value		x 3	x 3	
e. appropriate computational skills		x 3	x 3	
f. geometry		x 2	x 2	
g. spatial skills		x 2	x 2	
h. measurement with a primary emphasis on the metric system but with equal attention given to the customary system in terms of measurement activities		x 2	x 2	

B. CONTENT (continued)

	Points (0-5)	Rating Factor K-2	Rating Factor 3-6	Score
i. constructing, reading and interpreting graphs		x 2	x 2	
j. prediction and probability		x 2	x 2	
k. calculator/computer literacy		x 1	x 2	
1. calculator use in concept development and as a problem-solving tool		x 1	x 3	
8. Does the material provide activities which would allow students to assess the reasonableness of results?		x 3	x 3	
9. Does the material provide for historical and cultural information? (e.g., Magic Squares from China and India, etc.)		x 1	x 2	
10. Does the material provide activities that encourage students to verbalize mathematical ideas and experiences?		x 3	x 3	
			Subtotal	

C. ORGANIZATION FOR INSTRUCTION/LEARNING
(Possible score - 210)

1. Does the organization of materials facilitate ease of program management?		x 3	x 3	
2. Are the materials useful in various instructional settings? (e.g., large group, small group, individual.)		x 3	x 3	
3. Are the reading requirements within the capabilities of the intended audience?		x 3	x 3	
4. Are activity oriented assignments an integral part of the program?		x 3	x 3	
5. Is the use of manipulative learning aids emphasized?		x 3	x 3	

C. ORGANIZATION (continued)

	Points (0-5)	Rating Factor K-2	Rating Factor 3-6	Score
6. Do materials provide frequent opportunities for discovery by pupils? (e.g., accompanying teacher guides should contain suggestions for ways of guiding discovery when necessary.)		x 3	x 3	
7. Do materials support the integration of mathematics with other subject areas either by including appropriate exercises, motivational materials in the textual writing, or by suggested ways for the teacher to do so?		x 3	x 3	
8. Are learning objectives specified?		x 3	x 3	
9. Are periodic cumulative and comprehensive reviews provided for?		x 3	x 3	
10. Are provisions for periodic testing provided including procedures other than pencil and paper tests? (e.g., suggestions for interviewing techniques, etc.)		x 3	x 3	
11. Are adequate provisions made for the learning needs of:				
a. low ability students?		x 3	x 3	
b. average ability students?		x 3	x 3	
c. high ability students?		x 3	x 3	
12. Do the materials provide opportunity for parental involvement?		x 3	x 3	
			Subtotal	

D. TEACHER'S MANUAL (Possible score - 55)

1. Does the manual contain background material on mathematics that is helpful to the teacher?		x 3	x 3	
2. Are helpful instructional directions provided?		x 3	x 3	

D. TEACHER'S MANUAL (Continued)

Points (0-5)	Rating Factor K-2	Rating Factor 3-6	Score
	x 2	x 2	
	x 3	x 3	
		Subtotal	

3. Are full-page reproductions of the text provided including overprinted answers?

4. Are ideas for extension, enrichment, and remediation provided?

E. Is this a set of textual materials that you will be enthusiastic about using with your students over the life of the adoption (5-7 years)?

	x 10	x 10	
		Subtotal	
		GRAND TOTAL	

SOCIAL STUDIES

Before proceeding through the specific content criteria, refer to the Generic Textbook Evaluation Criteria (pages 3-5.)

MATERIALS ANALYSIS FORM

General Instructions

For the most part, no narrative is required. Most of the items require a check (√) answer; a few require numerical ratings. At the end of each section a space has been left for you to extend or explain any answer in that section.

Several items have "scored" ratings, based on a rating of "0" for none, "1" for poor, "2" for average, and "3" for excellent. If the materials are published but not available, leave this box blank. If the item does not apply to the materials, write "NA." At the end of the instrument is a form for recording the ratings on these items.

Three sections (4c, 5c and 6a) will require different treatment, depending on the kind of textbook and/or program being analyzed. If the program is in secondary social studies, all of the subpoints in 4c may apply. If a government, economics, or sociology textbook is being analyzed, only one may be appropriate. In all instances, you should rate only those items that apply to the materials. If you are analyzing an elementary text, you may wish to add objectives under "other".

Section 5c should not be rated unless you are familiar with a particular school's content focus. This is a school decision.

Section 6a should receive "NA" in the rating box except for American history text analyses, in which case you should note in writing the extent to which minorities, including women, are included in the textual and/or visual materials.

Name of Analyst _____ Date of Analysis _____

Title of Materials _____

Publisher _____

Name and Title of Author(s) _____

_____

1. Product Data

Indicate specific answers for each of the following:

a. Components: (You may wish to attach list with prices. Note date of catalog.)

_____

b. Grade level: Publisher's assessment _____

Analyst's assessment _____

c. Reading level: Publisher's assessment _____
Fry Readability Scale: (see page 48)

Narrative _____

Primary sources _____

d. Publication date and edition _____

e. Time required _____

f. Field tested _____ Yes _____ No
If yes, are results available? _____ Yes _____ No

Source _____

g. Number of pages _____

h. Student text binding: Hard cover _____
Paper cover _____
Other _____

Rating: 1h

i. Need for teacher training recommended by analyst:

_____ Little or none _____ Some _____ Much

Comments on Section 1:

2. Support Materials

a. Teacher's manual: (Rating should be based on analyst's judgment of comprehensiveness, helpfulness, and usefulness.)

_____ Guide _____ Annotated edition

Rating: 2a

b. Tests ____ Yes _____ No
If yes, complete the following:

Rating: 2b

Format of tests:
_____ Spirit masters
_____ In teacher's manual
_____ Other (specify) _____

Type of tests: (Rank 1, 2, 3 in order of emphasis, using 1 for more emphasis.)

_____ Multiple choice _____ Essay
_____ True/false _____ Matching
_____ Fill-in _____ Short answer
_____ Other (specify) _____

Type of items:

	Mainly high level	Mainly low level	Balance of high and low levels
_____ Cognitive	_____	_____	_____
_____ Affective	_____	_____	_____
_____ Skill	_____	_____	_____

Are tests related to objectives? _____ Yes _____ No

c. Workbooks _____ Yes _____ No
If yes, complete the following:

Rating: 2c

Type of workbook activities:
_____ Required _____ Reinforcement _____ Student-directed
_____ Optional _____ Enrichment _____ Teacher-directed

d. Audiovisual materials _____ Yes _____ No
If yes, refer to catalog listing for type and description.

Rating: 2d

Comments on Section 2:

20

3. Student Text Format

Indicate the extent of use of the following items:

Rating: 3

a. Body-of-book format

Item	Little or no use	Moderate use	Extensive use	
Advanced organizers				Chapters / Units
Review questions				Chapters / Units
Bibliographies				Chapters / Units
Tests				Chapters / Units
Extending activities				Chapters / Units
Illustrations				Chapters / Units
Maps				Chapters / Units
Charts				Chapters / Units
Photographs				Chapters / Units
Art reproductions				Chapters / Units
Glossary of terms				Chapters / Units

b. End-of-book format

Item	Little or no use	Moderate use	Extensive use
Bibliography			
Comprehensive index			
Glossary of terms			

Comments on Section 3:

4. Objectives

Indicate "yes" or "no" for each item.

Rating: 4

a. General _____ Yes _____ No
Cognitive _____ Yes _____ No
Affective _____ Yes _____ No
Skill _____ Yes _____ No
Are evaluative measures based on general objectives? ____ Yes ____ No

b. Specific _____ Yes _____ No
Behavioral _____ Yes _____ No
Cognitive _____ Yes _____ No
Affective _____ Yes _____ No
Skill _____ Yes _____ No
Are evaluative measures based on general objectives? ____ Yes ____ No

c. Do the objectives conform to the goals and objectives of the school in the following categories?

Rating: 4c

Self-concept _____ Yes _____ No
Social studies skills _____ Yes _____ No
Economics _____ Yes _____ No
Geography _____ Yes _____ No
Political science/government _____ Yes _____ No
Sociology/anthropology _____ Yes _____ No
History/culture _____ Yes _____ No
Other _____ _____ Yes _____ No
_____ _____ Yes _____ No
_____ _____ Yes _____ No
_____ _____ Yes _____ No

Comments on Section 4:

5. Content

Note specific answers to each of the following:

a. What is the content approach (conceptual, social science, effective domain, other)?

_____

_____

_____

b. What is the specific subject matter focus of the text?

_____

_____

_____

c. Does the content focus conform to the emphasis(es) of your school?

_____ Yes _____ No

Rating: 5c

d. Could the materials be easily adapted to include a career education focus? _____ Yes _____ No

If yes, briefly explain how _____

_____

_____

Comments on Section 5:

6. Special Content Considerations

a. Inclusion of minority contributions (note particularly Native Americans, Mexican role in the Southwest, Blacks other than Civil War and slavery).

_____ Poor _____ Average _____ Excellent | Rating: 6a |

b. Possible areas of controversy (list): _____

_____

c. Sex stereotyping ____ None ____ Some ____ Much | Rating: 6c |

If any, give specific examples: _____

_____

d. Race/ethnic stereotyping | Rating: 6d |
____ None ____ Some ____ Much

If any, give specific examples: _____

_____

e. Use of primary source documents | Rating: 6e |
____ None ____ Some ____ Much

If some or much, describe briefly how primary source documents are used.

_____

_____

f. Declaration of Independence (if appropriate)
_____ Yes _____ No _____ Annotated

U.S. Constitution (if appropriate)
_____ Yes _____ No _____ Annotated

g. Other (specify) _____

_____

Comments on Section 6:

7. Teaching Strategies

If there is more than one answer, rank according to the order of information.

a. Major teaching strategies (discussion, lecture, inquiry). Rating: 7a

_____

_____

_____

b. Major student involvement activities (discussion, listening, writing, reading). Rating: 7b

_____

_____

_____

c. Do the strategies provide opportunity for individualization? Rating: 7c

_____ Yes _____ Some _____ No

Comments on Section 7:

8. Distinguishing Characteristics

Note emphasis on inquiry, skills, subject matter.

_____

_____

_____

_____

_____

_____

Comments on Section 8:

9. Rating (0 = none; 1 = poor; 2 = average; 3 = excellent)

Item	1h	2a	2b	2c	2d	3	4	4c
Rating								

Item	5c	6a	6c	6d	6e	7a	7b	7c
Rating								

Comments on Section 9:

10. Evaluative Statement

Write a short (one or two paragraphs) evaluative statement based on your judgment of the material. You should be sure to specify your criteria for evaluation. Please use a separate piece of paper for the evaluative statement.

Before proceeding through the specific content criteria, refer to the Generic Textbook Evaluation Criteria (pages 3-5.)

A PROCEDURE FOR EVALUATING READING MATERIALS

This step-by-step procedure for evaluating reading materials is offered only as a starting point. You may wish to add, delete, rearrange or change steps, depending on your needs.

Task Analysis:

1. Specify the purpose(s) for the change.
2. Outline the requirements for achieving these purposes.
3. Establish the budget.

Planning:

1. Form the reading committee. It should include central office personnel, principals, teachers (beginning as well as experienced), reading specialist, and parents, if possible.
2. Define tasks and responsibilities. Make clear from the beginning how the final decision will be reached.
3. Review and clarify district goals for reading instruction.
4. Review current issues and research for the different approaches.

Studying Programs:

1. Develop written guidelines for selecting a program (see following examples).
2. Request samples of materials from publishers.
3. Study each program using the developed guidelines/checklist.
4. Visit schools using the programs and talk with teachers and students.
5. Keep the total district staff involved (and the community, too) by writing and distributing summaries of all committee meetings.
6. Invite publishers from narrowed list of programs to make presentations.
7. Make the decision to pilot or implement.

Piloting (optional):

1. Select two to four programs and specify evaluative techniques to be used.

2. Establish pilot schools. Decide grade levels for piloting, and define the responsibilities of pilot teachers.

Evaluating the Piloting:

1. Clarify pretest and posttest procedures.

2. Keep total district staff involved by providing for visitations, videotaping, etc.

3. Use criteria checklists.

4. Write narrative summaries. Involve students in summaries.

5. Write conclusions and recommend/not recommend program for implementation.

Implementation:

1. Order appropriate amounts of materials within the allocated budget.

2. Provide initial and ongoing inservice seminars for the new program. For instance, use consultants provided by the publishers, teachers who piloted the program, or teachers from other districts where material is being used.

3. Establish dates and strategies for continual reevaluation of the program.

4. Establish procedures for inservice of new personnel.

READING MATERIALS EVALUATION FORM - I

Does the material:	Satisfactory	Unsatisfactory	Does not Pertain to Grade Level
1. Stress readiness activities			
2. Develop sight vocabulary			
3. Build visual and/or auditory discrimination skills in:			
a. word configuration			
b. context clues			
c. phonetic analysis in:			
1) initial consonant sounds			
2) blends and digraphs			
3) vowel sounds			
4) working with root or base words			
5) working with synonyms and antonyms			
d. structural analysis			
1) inflectional endings			
2) compound words			
3) prefixes and suffixes			
4. Develop comprehension through the use of:			
a. details			
b. main ideas			
c. sequence and relationship			
d. following directions			
e. inferences			
f. reviewing			
g. making comparisons			
h. summarizing			
i. drawing conclusions			
j. critical evaluative reading			
5. Build study skills through the use of:			
a. dictionary			
b. maps, graphs, globes, and tables			
c. various reference resources			
d. note taking			
e. outlining			
f. following directions			
g. self-evaluations of progress			
h. extensive reading			

READING MATERIALS EVALUATION FORM II

Name of Series _____
Authors _____
Publisher _____ Copyright Date _____

Directions for Rating

1. Give 2 points for each question you answer "Yes" without any qualifications.
2. Give 1 point for each question you answer "No" with some qualifications.
3. Give a zero (0) for each question you answer definitely "No."

I. Goals and Objectives

1. ___Are the goals and objectives clearly stated? Do they agree with your district's goals and objectives?
2. ___Is the content of the materials directed to the achievement of the stated goals and objectives?
3. ___Are adequate assessment techniques that measure student achievement of the objectives included? (Pre/post tests and/or other assessment)
4. ___Are directions for helping the teacher to interpret the assessment results adequate?

Total points, Section I _____

II. Development of Reading Skills and Interests

1. ___Does the program develop a variety of word attack skills needed by the pupils at each level?
2. ___Is there an adequate program for teaching pupils the study skills needed in the content areas?
3. ___Is there a variety of comprehension skills included in the program?
4. ___Is there an adequate program for teaching pupils critical reading skills?
5. ___Are the skills sequenced appropriately?
6. ___Are the skills introduced adequately?
7. ___Is there provision made for periodic review of skills in order to maintain mastery?
8. ___Does the program develop children's interest in reading as a voluntary activity?
9. ___Does the program help children to develop literacy appreciation?
10. ___Does the program make the child aware of the importance of syntax, morphology, and phonology as elements of meaning?
11. ___Is the initial readiness program suitable for children with a variety of abilities?

Total points, Section II _____

III. Content of Materials

1. ___Is there a balance of types of reading matter?
2. ___Is the content of the materials interesting to children?
3. ___Will the content of the materials broaden children's interests and knowledge?
4. ___At the early levels is there systematic repetition of key vocabulary?
5. ___Are the vocabulary and sentence structure suitable for the students who will be using them?
6. ___Is stereotyping avoided?
7. ___Is there a variety of types of illustration?
8. ___Do the illustrations stimulate interest and clarify concepts?
9. ___Do the materials portray racial, religious, ethnic and sex groups in such a way as to build mutual understanding, appreciation, and acceptance?
10. ___Is the size of the pupil print suitable?
11. ___Is the workbook designed to be read easily by the students, including a variety of activities?
12. ___Are the supplementary and related materials educationally sound and economically feasible?

Total points, Section III _____

IV. Teacher's Manual

1. ___Is it well organized and easy to use?
2. ___Does it provide information about the total reading program?
3. ___Does it provide adequate information concerning the portion of the reading program for which the manual is designed?
4. ___Are the lesson plans clear and well organized, so as to carry out the lesson objectives?
5. ___Are suggestions made for differentiating instruction for pupils of varying abilities?
6. ___Are suggestions made for enriching and expanding the basal program?
7. ___Are suggestions made for accommodating pupils who speak a dialect different from the dialect utilized in the instructional materials?
8. ___Are suggestions included for varying oral reading experiences?

Total points, Section [illegible] _____

V. Professional Standing of the Authors and Publisher

1. ___Are the authors currently working in the field of reading?
2. ___Do the authors represent a range of experience in the field of reading (teaching children, training teachers, conducting research)?
3. ___Does the publisher have a reputation of responsibility and service?

Total points, Section V _____

GRAND POINT TOTAL _____

READING MATERIALS EVALUATION FORM - III

Company _____

Rate each item on a scale of 1 to 5 in each appropriate area.

1 = weak 5 = strong NA = Not Appropriate

	Texts	Work-Books	Teacher's Manual	Support
1. Phonics - Structural Analysis				
Adequate reinforcement of skills				
Vowel treatments - consonant development				
Rate of presentation				
Compound words - base words				
Balance of phonics and meaning				
Sequence of new skills				
2. Balance - Fairness				
Sexism - ethnic acceptability (stories, pictures)				
Career awareness				
3. Story Content				
Appropriate length				
Story plots (interest level)				
Balance of content (fact-fiction)				
Authorship				
Poetry - jokes				
Appropriateness of vocabulary				
4. Comprehension Strategies				
Main ideas				
Inferential - meaning				
Sequencing skills				
Specific details				
Sufficient reinforcement				
Clearness of explanation				
5. Support Materials				
Appropriateness				
Completeness				
Value vs. cost				
Spirit masters				
Audiovisual materials				
Kits				
Charts - pictures				
Supplementary readers or stories				

	Texts	Work-Books	Teacher's Manual	Support
6. Vocabulary				
Appropriate level				
Variety of ways to introduce				
Reinforcement of:				
7. Study Skills				
Dictionary skills				
Simple outlining (grade 3)				
Reference skills				
How to read content material				
Direction for the student				
8. Provisions for Ind. Differences				
9. Readiness Skills				
10. Testing Program				
Diagnostic				
Interpretation (profile)				
Placement tests				
11. Physical Features				
Pictures - variety of art				
Print (size, etc.)				
Paper quality				
Durability of books				
12. Teacher's Manual				
Ease of usage				
Complete enough				
Variety of ideas				
Questions - literal and inferential				
13. Oral Reading Ideas				
14. Listening Skills				

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ENGLISH (Elementary)

Before proceeding through the specific content criteria, refer to the Generic Textbook Evaluation Criteria (pages 3-5.)

	Perfect Score	Series 1	Series 2
I. AUTHORSHIP, RESEARCH and OBJECTIVES			
A. Does the authorship team reflect:			
1. Classroom teaching experience?	3		
2. Research and knowledge of language arts?	3		
3. Reseach and knowledge of linguistics?	3		
B. Research and Objectives:			
1. Does the program include a clear statement of pupil objectives for each level?	3		
2. Do the objectives consider individual differences in learning among pupils?	3		
3. Does the basic philosophy of the program reflect current research in approaches to teaching and learning English?	3		
II. FORMAT			
A. Are the textbooks appealing to pupils in color and design?	3		
B. Do colorful illustrations motivate pupil interest?	3		
C. Are the illustrations an integral part of the lessons rather than decoration?	3		
D. Is the lesson format open and uncluttered?	3		
E. Are lesson titles clearly indicated?	3		

	Perfect Score	Series 1	Series 2
F. Does each lesson begin at the top of a page?	3		
G. Are the type size and style of each book appropriate for the maturity of pupils using the book?	3		
III. ORGANIZATION OF PROGRAM			
A. Lesson Organization			
1. Does each lesson indicate what is to be presented to the pupil?	3		
2. Does each lesson have a helpful visualization?	3		
3. Does each lesson use an inductive approach which encourages pupils to make discoveries about language?	3		
4. Does each lesson encourage active pupil participation?	3		
5. Do lessons focus on the discovery and establishment of a single concept or skill?	3		
6. Does each lesson have sufficient practice?	3		
7. Are provisions included for pupils who need further practice?	3		
B. Chapter Organization			
1. Does the chapter organization promote pupil motivation?	3		
2. Does the lesson sequence in each chapter reflect consideration for pupil interests and pupil attention span?	3		
3. Does the chapter provide review exercises and testing opportunities when the pupil needs them?	3		

	Perfect Score	Series 1	Series 2
C. Book Organization			
1. Does the organization of the book allow the pupil to use it as a language resource for self-help and problem-solving?	3		
2. Does the pupil's text have an index?	3		
3. Does the pupil's text have a handbook for usage?	3		
4. Does the pupil's text have a handbook for composition?	3		
IV. CONTENT			
A. Is there balanced treatment of speaking, observing, listening, and writing skills?	3		
B. Does the content provide a good base for the curriculum beyond the elementary grades?	3		
C. Does the content include activities that develop effective listening skills?	3		
D. Are there lessons provided for vocabulary development?	3		
E. Are there lessons provided for developing the conventions of language?	3		
F. Are there lessons provided for the appreciation and the writing of poetry?	3		
G. Are there lessons provided for developing grammar skills?	3		
H. Are there lessons provided for involving the pupil in a variety of composition activities?	3		

	Perfect Score	Series 1	Series 2
V. PUPIL CONSIDERATION			
A. Are there consistent provisions to allow the pupil to present original ideas in spoken form?	3		
B. Are there consistent provisions to allow the pupil to present original ideas in written form?	3		
C. Does the program provide for individual learning abilities for all pupils?	3		
D. Does the program provide opportunities for the pupil to participate in such activities as improvisation, role-playing, and purposeful conversation with other pupils?	3		
E. Is the program designed to ensure a high degree of pupil success?	3		
F. Do lessons encourage pupils to share their ideas and experiences with their peers?	3		
G. Do composition lessons provide opportunities for creative and imaginative use of language?	3		
H. Does the program provide an environment in which pupils are actively engaged in concept discovery rather than concept memorization?	3		
VI. TEACHER'S MANUALS			
A. Do the Teacher's Manuals provide essential background information to give teachers added confidence in their own competence?	3		
B. Do the Teacher's Manuals suggest alternative teaching strategies?	3		
C. Do the Teacher's Manuals suggest ideas for motivation, follow-up, and extension activities?	3		

	Perfect Score	Series 1	Series 2
D. Do the Teacher's Manuals suggest daily teaching helps?	3		
E. Do the Teacher's Manuals contain suggestions for pupil evaluation?	3		
F. Do the Teacher's Manuals contain suggestions for handling individual differences?	3		
G. Do the Teacher's Manuals alert teachers to possible learning difficulties and offer suggestions for overcoming them?	3		
H. Do the Teacher's Manuals include references to additional materials which are appropriate for motivation, enrichment, and extension?	3		
Total Score	150		

Before proceeding through the specific content criteria, refer to the Generic Textbook Evaluation Criteria (pages 3-5.)

	Rating Factor	x	Multi-plication Factor	=	Score
COVERAGE OF HEALTH AREAS (How comprehensive is the coverage?)					
1. Anatomy and physiology.			2		
2. Community health (e.g., noise, chemical, water pollution control; community resources).			3		
3. Consumer health (e.g., evaluating health products, use of medicines, components of health examinations, health care delivery system).			3		
4. Disease prevention (e.g., life style and disease, emotional illness, cancer, cardiovascular, immunizations, diseases of interest to ethnic groups; oral health).			4		
5. Adult lifestyle (e.g., changing roles; decisions about sex, marriage, and family; nutrition; careers; etc.).			4		
6. Fitness (e.g., benefits of fitness, fitness regimen, grooming and self-concept, fatigue, balanced diets, obesity, ethnic foods).			2		
7. Growth and development (e.g., reproduction process, prenatal, tools of inheritance, birth defects, genetic counseling, effects of drugs and nutrition on developing embryo and fetus).			3		
8. Mental health (e.g., coping skills, stress, human needs and emotions, self-concept, mental illness, psychological growth and development, stereotyping).			4		

	Rating Factor	x	Multi-plication Factor	=	Score
9. Safety and First Aid.			3		
10. Smoking, drugs, and alcohol (psychoactive drugs, medical use prescription and over-the-counter drugs).			4		
11. Nutrition (e.g., basic necessities; balance; metabolism; changing needs; facts, fads, and fallacies; preparation).			4		

Before proceeding through the specific content criteria, refer to the Generic Textbook Evaluation Criteria (pages 3-5.)

GENERAL INSTRUCTIONS

Science is a discipline for gathering data from nature and thinking about it. Additionally, science learning experiences are unique in that they can serve an integrating role to reinforce learning in other areas.

Science provides opportunities for students to apply skills learned in reading, mathematics, language and social studies. Science learnings help to develop motor skills, information processing skills, and problem-solving/decision-making capabilities. Science learning experiences develop attitudes, values, and precision in communication. Knowledge of the content, competence in the process of scientific operation, the interpretation of data and a knowledge of the role of science in society constitutes scientific literacy.

These attributes should be kept in mind when assessing science program materials at all levels. The following checklists provide a format to record your impressions when you compare the materials in question against suggested criteria.

Program materials under consideration should reflect a high probability of contributing to the achievement of scientific literacy on the part of the student.

CONTENT CRITERIA

1. A balance of content from various subject matter areas is provided for the K-6 or K-8 science programs. YES NO

2. Elementary program materials cover units in:

   Earth Science YES NO
   Physical Science YES NO
   Life Science YES NO
   Other Science Topics (List)

   _____

   _____

3. Secondary subject matter oriented materials reflect depth and breadth of content. YES NO

4. Secondary subject matter oriented materials have a high probability of developing knowledge of content, competence in the processes of scientific operations and an understanding of the role of science in society. YES NO

5. Program materials present accurate, recent, factual data in an unambiguous way. YES NO

6. Materials aid students to develop thinking skills at many levels:

Concept Development	YES	NO
Comprehension	YES	NO
Analysis	YES	NO
Synthesis	YES	NO
Application	YES	NO
Evaluation	YES	NO

7. Program materials stress safety. YES NO

8. Program materials encourage use of the SI metric system of measurement. YES NO

9. The important historical people and events of science are included. YES NO

10. Information on career opportunities in science is present. YES NO

CRITERIA AND CHECK LIST FOR PROCESS SKILLS IN K-12 MATERIALS

Never Frequently
0 1 2 3 4

0 = Instructions do not call for this student behavior.

2 = Instructions are vague and this student behavior may or may not result.

4 = Instructions call for this student behavior frequently.

EXPERIMENTAL PLANNING AND DESIGN	Never				Frequently
1. Formulates a question or defines problem to be investigated.	0	1	2	3	4
2. Predicts experimental result.	0	1	2	3	4
3. Formulates hypothesis to be tested in an investigation.	0	1	2	3	4
4. Designs observation or measurement procedure.	0	1	2	3	4
5. Designs experiment.	0	1	2	3	4

PERFORMANCE					
1. Carries out qualitative observation.	0	1	2	3	4
2. Carries out quantitative observation or measurement.	0	1	2	3	4
3. Manipulates apparatus, develops technique.	0	1	2	3	4
4. Records results, describes observation.	0	1	2	3	4
5. Performs numeric calculation.	0	1	2	3	4
6. Explains or makes a decision about experimental techique.	0	1	2	3	4
7. Works according to own design.	0	1	2	3	4

DATA ANALYSIS AND INTERPRETATION	Never				Frequently
1. Transforms results into standard form (other than graphs).	0	1	2	3	4
2. Graphs data.	0	1	2	3	4
3. Determines qualitative relationships.	0	1	2	3	4
4. Determines quantitative relationships.	0	1	2	3	4
5. Determines accuracy of experimental data.	0	1	2	3	4
6. Defines or discusses limitations and or assumptions that underlie the experiment.	0	1	2	3	4
7. Formulates or proposes a generalization or a model.	0	1	2	3	4
8. Explains a relationship.	0	1	2	3	4
9. Formulates new questions or defines problem based upon result of investigation.	0	1	2	3	4

TRANSFER/APPLICATION					
1. Predicts based upon results of investigation.	0	1	2	3	4
2. Formulates hypotheses based upon results of investigation.	0	1	2	3	4
3. Applies experimental technique to new problem or variable.	0	1	2	3	4

ORGANIZATION FOR INSTRUCTION

1. Instructional Objectives are Clear:

0	1	2	3	4
Objectives vague, unclear, or missing. Those included not useful. Fails to distinguish between general and instructional objectives. Mixes various types of objectives; confusing to the teacher.		Average. Some of the criteria for objectives met, some missing, at times inconsistent. Objectives only partially operational for the classroom teacher.		The objectives are stated clearly and in behavioral terms. Both general and instructional objectives are stated in a consistent conceptual framework. Excellent, one of the best, useful for a teacher.

2. Material is Logically Organized:

0	1	2	3	4
Sequence illogical or unstated, teacher is left to puzzle it out. Does not appear to have subjected material to any analysis to build an instructional design. Scope is uncertain, seems to contradict sequence. Little help unintentionally to teacher or children in organizing material.		Average in organization. Some help but teacher must supply such organizational sequence. Scope somewhat limited, may be too narrow (or broad). Sequence is not detailed enough and may not have been tested with a range of children.		Excellent, flexible organization of scope and sequence. Conceptually developed based on a consistent theory; task analysis or other appropriate investigation has been done. Tested for appropriateness of recommended sequence.

3. Methodology and teaching strategies are consistent with your teaching style and you predict a high probability of success in teaching/learning activities: YES NO

0 1 2 3 4

Very little help is given on methodology, or methodology is too abstract and complex for most students and teachers. Methodology appears to be unrelated to content and an afterthought in the learning package. Too active or passive for most students. Doesn't have appropriate methodology for variety of learning ability among students.

Gives help to teacher but would like more. Some students would be able to cope with suggested methodology but others not. Does not appear to have been widely field tested. Teacher has to work out variety for students with special learning problems.

Uses a variety of modes in the transactions. Does not chain a teacher to a mode without reason, but provides assistance for different abilities. Describes field test of the methodology. Teachers will find methodology easy to use and believe methodology is part of goals of instruction and not just vehicle for content.

4. Adequate background data is provided for instructor including overviews, summaries and assistance in interpreting graphs, models and tables. YES NO

5. Planning and instructional time requirements are specified. YES NO

6. Time demand necessary for planning, instruction and the managing of necessary materials is:

0 1 2 3 4

Excessive time requirements are demanded to adequately plan and manage and teach this program.

Adequate and reasonable amounts of time are necessary for planning and managing the teaching/learning activities.

Minimal time is required to plan and manage this program.

7. Recommended evaluation procedures for teachers and students are in the instructional package:

0	1	2	3	4
Haphazard in approach. Product or process learnings either entirely neglected or confused. Lists items, but poorly constructed, no evidence of testing of evaluation approach. Students receive no assistance through feedback. Fails to recognize and examine different types of learning where appropriate.		Some examples given, range of evaluation limited. Samples given but limited and sketchy. Teacher finds useful that which is given, but needs more examples. Evaluation is limited to product or process. Unsure on whether evaluation has ever been tested, but seems logical though limited in types of learning examples.		Many suggestions and help in evaluation for the teacher. Has criterion reference procedures where appropriate. Student obtains assistance in learning through feedback evaluation. Gives attention to several kinds of learning, consistent with objectives of learning package.

8. Teacher's manual displays student materials along with instructional directions. YES NO

9. Safety suggestions are numerous and helpful. YES NO

10. Complete lists of materials necessary for teacher and student activities. YES NO

PILOT TESTING

Science program materials under final consideration for purchase should be pilot-tested in your school. The time necessary for adequate testing should be directly proportional to the scale and scope of the adoption being considered.

The design for testing materials under actual instructional conditions need not be complicated, but adequate records should be kept, and the criteria noted in this checklist could be used to guide your inquiry. In addition to data about those elements, four additional criteria should be considered.

1. Will you still be interested in this program - these materials in five years? YES NO

2. Will there be a necessity to provide inservice training for teachers? YES NO

3. Determine the cost of the program on the basis of:

   a. Dollars per student per year over five years. $/Student/Year

   b. Cost of installation. $_____

4. If possible, visit other districts where these program materials are in place:

   a. Determine the level of teacher satisfaction and the nature of problems that may exist related to the use of the materials in question.

   b. Assess the validity and reliability of the publishers/authors' claims. Are the prestated learning outcomes actually achieved? YES NO

ANALYZING READABILITY

WARNING: Many factors influence readability. Readability formulas are estimates of readability and should not be interpreted as the readability or difficulty level of the text. They are better than nothing but tend to measure sentence and word length and in some cases "uncommon words". They do not measure "concept load", "format", "unusual syntax", "complex short vocabulary", or "unusual style". These factors must be measured by other means. Textbooks must not be selected or rejected on the basis of readability only.

Students will not benefit from even the best-designed curriculum materials unless they can read them. Thus reading level is an important factor in determining whether materials are appropriate for the grade levels at which they will be introduced.

The checklist on the following pages provides for a comprehensive analysis of readability. If it is used conscientiously, a thorough analysis of a book will be made providing for better adoption decisions. It should be noted that the use of a formula is only one item (I - N) on the checklist.

The Fry Readability Formula, which is attached, is one of the most commonly and widely used instruments in measuring readability. (Other instruments include SMOG, NEW HAMPSHIRE, LORGE, SPACHE, DALE-CHALL, CLOZE procedures, and others).

For other factors to consider in matching texts to population needs, see How to Select Elementary Reading Programs, by Dr. Ruth Waugh, University of Oregon, January 11, 1979, (Northwest Reading Consortia), which contains materials on matching the textbook to the population needs.

Readability Checklist

This checklist is designed to help you evaluate the readability of your classroom texts. It can best be used if you rate your text while you are thinking of a specific class. Be sure to compare the textbook to a fictional ideal rather than to another text. Your goal is to find out what aspects of the text are or are not less than ideal. Finally, consider supplementary workbooks as part of the textbook and rate them together. Have fun!

Rate the questions below using the following rating system:

5 - Excellent
4 - Good
3 - Adequate
2 - Poor
1 - Unacceptable
NA - Not applicable

Further comments may be written in the space provided.

Textbook title: _____

Publisher: _____

Copyright date: _____

I. Understandability

A. _____ Are the assumptions about students' vocabulary knowledge appropriate?

B. _____ Are the assumptions about students' prior knowledge of this content area appropriate?

C. _____ Are the assumptions about students' general experiential backgrounds appropriate?

D. _____ Does the teacher's manual provide the teacher with ways to develop and review the students' conceptual and experiential backgrounds?

E. _____ Are new concepts explicitly linked to the students' prior knowledge or to their experiential backgrounds?

F. _____ Does the text introduce abstract concepts by accompanying them with many concrete examples?

G. _____ Does the text introduce new concepts one at a time with a sufficient number of examples for each one?

H. _____ Are definitions understandable and at a lower level of abstraction than the concept being defined?

I. _____ Is the level of sentence complexity appropriate for the students?

J. _____ Are the main ideas of paragraphs, chapters, and subsections clearly stated?

K. _____ Does the text avoid irrelevant details?

L. _____ Does the text explicitly state important complex relationships (e.g., causality, conditionality, etc.) rather than always expecting the reader to infer them from the context?

M. _____ Does the teacher's manual provide lists of accessible resources containing alternative readings for the very poor or very advanced readers?

N. _____ Is the readability level appropriate (according to a readability formula)? (Fry Formula attached)

II. Learnability
(Organization)

A. _____ Is an introduction provided in each chapter?

B. _____ Is there a clear and simple organizational pattern relating the chapters to each other?

C. _____ Does each chapter have a clear, explicit, and simple organizational structure?

D. _____ Does the text include resources such as an index, glossary, and table of contents?

E. _____ Do questions and activities draw attention to the organizational pattern of the material (e.g., chronological, cause and effect, spatial, topical, etc?)

F. _____ Do consumable materials interrelate well with the textbook?

G. _____ Is the vocabulary appropriately sequenced from simple to more complex?

H. _____ Are definitions for vocabulary appropriately placed (close to the word or in glossary)?

(Reinforcement)

A. _____ Does the text provide opportunities for students to practice using new concepts?

B. _____ Are there summaries at appropriate intervals in the text?

C. _____ Does the text provide adequate iconic aids such as maps, graphs, illustrations, etc. to reinforce concepts?

D. _____ Are the iconic aids appropriately placed near the textual reference?

E. _____ Are there adequate suggestions for usable supplementary activities?

F. _____ Do these activities provide for a broad range of ability levels?

G. _____ Are there literal recall questions provided for the students' self review?

H. _____ Do some of the questions encourage the students to draw inferences?

I. _____ Are there discussion questions which encourage creative thinking?

J. _____ Are questions clearly worded?

(Motivation)

A. _____ Does the teacher's manual provide introductory activities that will capture students' interest?

B. _____ Are chapter titles and subheadings concrete, meaningful, or interesting?

C. _____ Is the writing style of the text appealing to the students?

D. _____ Are the activities motivating? Will they make the student want to pursue the topic further?

E. _____ Does the book clearly show how the knowledge being learned might be used by the learner in the future?

F. _____ Are the cover, format, print size, and pictures appealing to the students?

G. _____ Does the text provide positive and motivating models for both sexes as well as for other racial, ethnic and socioeconomic groups?

III. Readability Analysis
(Weaknesses)

1) On which items was the book rated the lowest?

2) Did these items tend to fall in certain categories?
3) Summarize the weaknesses of this text.
4) What can you do in class to compensate for the weaknesses of this text?

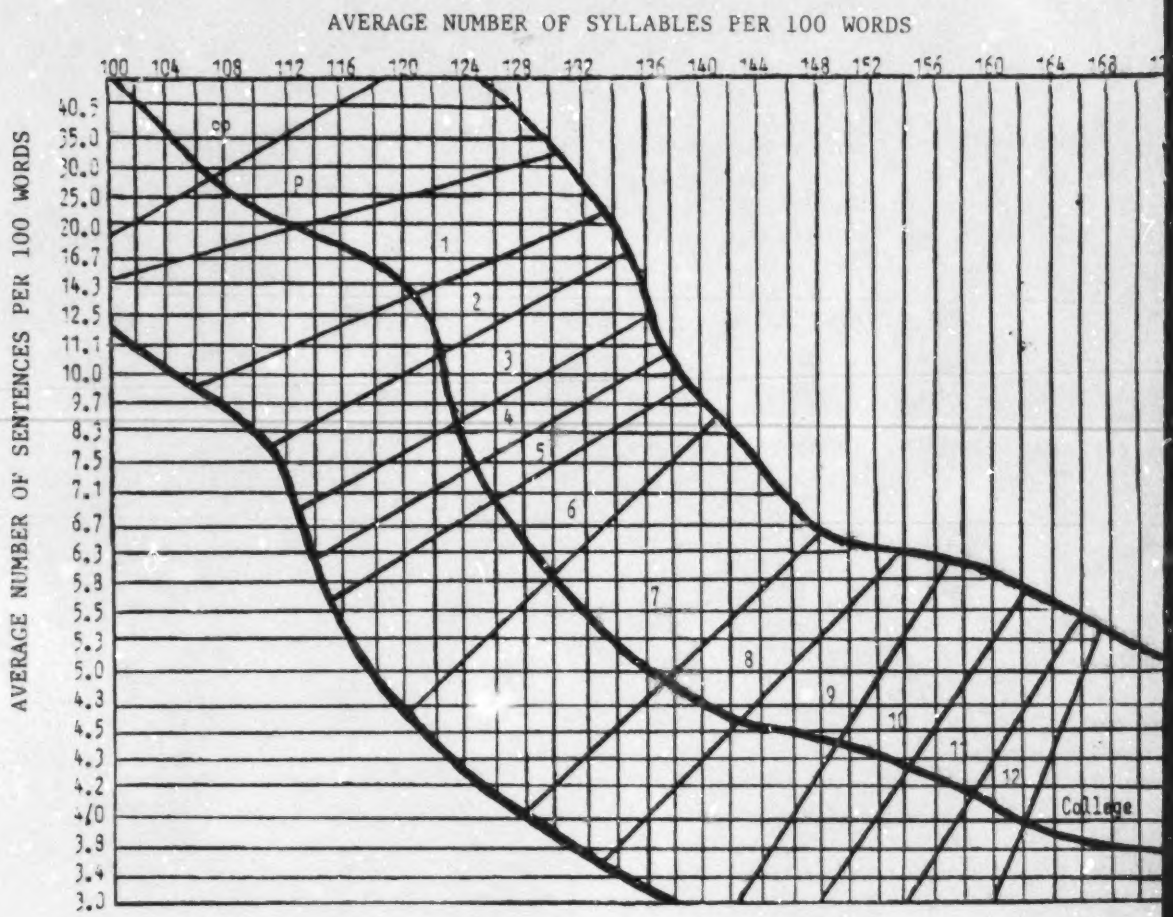
(Assets)

1) On which items was the book rated the highest?
2) Did these items fall in certain categories?
3) Summarize the assets of this text.
4) What can you do in class to take advantage of the assets of this text?

Source: "Assessing Readability: The Checklist Approach" by Judith Westphal Irwin and Carol A. Davis, Purdue University, Journal of Reading. November, 1980.

FRY READABILITY GRAPH

Edward Fry, Ph.D., Rutgers University



Directions for using the readability graph:

1) Select three 100 word passages from near the beginning, middle, and end of the book. Skip all proper nouns.

2) Count the total number of sentences in each 100 word passage (estimating to the nearest tenth of a sentence). Average these thr numbers.

3) Count the total number of syllables in each 100 word sample. There is a syllable for each vowel sound; for example: cat (1), blackbir (2), continental (4). Don't be fooled by word size; for example: poiio (3), through (1). Endings such as -y, -ed, or -le usually make a syllable; for example: ready (2). Average the total number syllables for the three samples.

4) Plot on the graph the average number of sentences per 100 words and the average number of syllables per 100 words. Most plot points fa near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

5) An alternative practice is to indicate the range of readability by plotting the scores on various passages rather than averaging the results of three selections.

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FRY READABILITY GRAPH

Report Sheet

Name of student _____ Course _____ Sec. _____

Material: Book, magazine, etc., including title, author, copyright date.

_____

_____

_____

	Pages(s)	Sentences	Syllables	Level
Sample #1	_____	_____	_____	_____
Sample #2	_____	_____	_____	_____
Sample #3	_____	_____	_____	_____

AVERAGE

Remarks about findings: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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